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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: (1) an alternative high school English curriculum and its relationship to student alienation and pupil control ideology; (2) an oral language program for fifth grade students and its effect on varied aspects of reading achievement; (3) a secondary magnet school; (4) the interrelationships of writing ability, writing interest, reading readiness, and reading performance of kindergarten students; (5) effects of dictionary skills lessons and written composition on spelling achievement in middle grade students; (6) oral-aural communication skills in English among adult immigrants and exiles; (7) spelling achievement and teachers' attitudes toward staff development; (8) elective and traditional English program structures and English achievement; (9) a comparison of a word utility spelling program with a sound structured program; and (10) an analysis of nonconserving and conserving first grade children's dictated language experience stories according to five characteristics of plot structures and J. Piaget's decreasingly egocentric speech features. (FL)

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English Language Arts Skills and Instruction:

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THE RELATIONSHIPS OF SELECTED VARIABLES AND LISTENING OF FOURTH GRADE STUDENTS Order No. 8029097

ANDERSON, PATRICIA JEAN, ED.D. *University of Georgia*, 1980. 106pp. Director: Charles E. Johnson

The primary focus of this study was to examine the relationships between the amount of time subjects spent watching television (TV time), their sex, their socioeconomic status (SES), and the number of residents in their homes on the one hand and, on the other hand, the scores of subjects on two standardized listening tests. The 1979 edition of the STEP Listening Test and the 1978 edition of the MAT Listening Comprehension Test were used to measure the listening skills of 168 fourth grade subjects. A secondary concern was to determine the predictability of the listening test scores for subjects on each of the two separate listening tests. The correlation between the two listening tests was a third part of the investigation.

After a careful review of the related literature, the hypotheses were written, all stated in the null form. The hypotheses were tested using students from two elementary schools in Greenville, Mississippi. The 168 fourth grade subjects participated in eight group administrations of the STEP Listening Test to measure listening, the MAT Listening Comprehension Test to measure listening, and the Student Checklist to report TV time, sex, SES, and number of home residents. Testing occurred during the week of April 8-11, 1980. The order of the administration of the listening tests was varied to eliminate any fatigue or practice effect. The two listening tests and the checklist were hand scored; interrater reliability was measured and found to be above .923.

Data were analyzed using the Pearson Product-Moment Correlation to determine the relationship between each of the variables of TV time, sex, SES, and the number of home residents and the scores on each of the two listening tests. A statistically significant correlation of $-.137$ ($p < .01$) was found between subjects' scores on TV time and their scores on the MAT Listening Comprehension Test. The correlation between subjects' SES and their scores on the STEP Listening Test was .261 ($p < .001$), and the correlation between SES and the MAT Listening Comprehension Test was .249 ($p < .001$). The correlation of scores on the STEP Listening Test and the scores on the MAT Listening Comprehension Test was .411 ($p < .001$). A multiple correlation procedure using stepwise multiple regression found that SES was the only significant and stable predictor for scores on both the STEP Listening Test and on the MAT Listening Comprehension Test ($r = .260$ for STEP; $r = .249$ for MAT; $p < .001$).

It was concluded that subjects' TV time was slightly related to subjects' scores on the MAT Listening Comprehension Test but not on the STEP Listening Test. The differences in the test construction of the two listening tests may be responsible for those ambiguous results. It may be concluded that the variables of sex and number of home residents were relatively unimportant factors involved in the listening process. It was concluded that the variable of SES was stably related to and associated with listening; also, it was concluded that while the two listening tests appeared to measure some similar components of the listening process, they did not measure many other components or aspects. Intervening variables not examined in this study may have accounted for the low test inter-correlation.

THE ORIGIN, DEVELOPMENT, AND DECLINE OF THE SECONDARY ENGLISH ELECTIVE CURRICULUM

Order No. 8028140

CHRISTENBURY, LEILA MAYO, ED.D. *Virginia Polytechnic Institute and State University*, 1980. 347pp.

This dissertation is an exploration of the Secondary English Elective Curriculum. The first section traces the history of the curriculum from its antecedents around 1870 to its founding in the 1960's. While many assumed that the Secondary English Elective Curriculum was simply a child of the more libertarian decades of the sixties and seventies, the curriculum was actually the natural outgrowth of a series of movements within the field of education in general and the English curriculum in particular.

The second section of the dissertation begins by exploring the creation of the first elective curricula and pays particular attention to the programs established in 1962 by G. Robert Carlsen and by the Appropriate Placement for Excellence program (APEX) in 1966. From these two programs, the elective curriculum expanded across the nation, becoming widely popular and taking on the characteristics of a grass roots movement. The curriculum was, in some ways, appealing: it gave the classroom teacher control over the curriculum; it directly addressed the student and his or her stake in the learning process; it reflected the real world in the classroom, using, as it did, popular culture and the influence of the media as legitimate subjects of study; and, finally, the curriculum was an exciting, intensely individual venture.

Yet, as the Secondary English Elective Curriculum became nationally popular, inherent weaknesses in its conceptual design and implementation emerged, resulting in intense criticism from education theorists and English practitioners. These criticisms are underlined by part of the last section of this dissertation, a case study of a school which, over a period of almost fifteen years, experimented with many different aspects of elective curricula and, finally, abandoned the program altogether.

While the origin and development of the Secondary English Elective Curriculum are well documented, the decline, because of its contemporaneous nature, is not. Yet, as this dissertation shows, it is reasonable to conclude that the Secondary English Elective Curriculum has seen its heyday and is in a current state of decline.

AN ALTERNATIVE HIGH SCHOOL ENGLISH CURRICULUM AND ITS RELATIONSHIP TO STUDENT ALIENATION AND PUPIL CONTROL IDEOLOGY

Order No. 8027174

DODSON, CHARLES BELTON, ED.D. *Oklahoma State University*, 1980. 77pp.

Scope and Method of Study. An investigation of the theorized relationship of alternativeness in English curriculum and student alienation and Teacher Pupil Control Ideology in public secondary schools was undertaken. Today's students and teachers need curriculum alternatives which are approximately congruent with their pluralistic interests and aptitudes. This study examined the relationship between two types of English (one of which, Multi-Phase Elective English, provides several alternatives in content to be studied), and student alienation and pupil control ideology.

The Pupil Attitude Questionnaire was selected as a measure of student alienation and the Pupil Control Ideology form was used to measure the pupil control ideology of English teachers.

A randomly selected number of twelfth grade students enrolled in eight suburban high schools and their English teachers responded to the P.A.Q. and P.C.I. respectively. The schools were evenly divided with four traditional programs and four multi-phase elective programs.

Point biserial coefficients of correlation were computed to determine the relationships between the two types of English and student alienation and pupil control ideology of teachers.

Findings and Conclusions. The point biserial coefficient of correlation between Multi-Phase Elective English and Traditional English and student alienation was $r_{pb} = -.055$. The relationship between multi-phase elective and traditional and pupil control ideology yielded an r_{pb} of $-.202$. None of the relationships were significant at the .05 level (t test of significance).

Implications point to further study which incorporates the concept of alternativeness utilizing a broader portion of the school curriculum than just English, in an attempt to identify the methods to reduce student alienation in public secondary schools.

THE RELATIVE EFFECT ON INITIAL LEARNING RETENTION, AND TRANSFER, OF PATTERN, FOCUS, AND REVIEW/TRANSFER TRAINING FOR POOR SPELLERS

Order No. 8023491

DRABIN-PARTENIO, INGRID REBECCA, PH.D. *Columbia University*, 1980. 207pp.

In order to spell accurately, children must be able to match the appropriate graphemes to the phonemes heard within words. For poor spellers, certain organizing and focusing strategies facilitate the learning of these phoneme-grapheme correspondences. This study was undertaken to determine the relative effects of a word grouping and a focusing strategy on the poor speller's ability to retain and transfer medial vowel combinations. In addition, this study was designed to examine the effect of review/transfer training within the grouping and focusing conditions.

One hundred and twelve children were selected on the basis of poor performance on screening measures from New York City Learning Disabled Resource Room Programs and from Health Conservation classes. Children were randomly assigned to one of four groups and were given three days of instruction on training words containing three medial vowel combinations. Educational principles theorized to optimize instruction were incorporated into all of the four treatment conditions. A post-test which required the spelling of training words, as well as the medial vowel combinations within new (transfer) words was administered the day following the three days of instruction. Half the children from each treatment group received additional review/transfer training following the post-test. After two to three days of no instruction, another post-test was administered which included the training words and a new set of transfer words.

The experimental conditions initially represented a two by two design consisting of pattern versus non-pattern and focus versus non-focus. Pattern always consisted of words grouped by a common medial vowel combination (*ea, ai, oo*). Focus always consisted of each vowel combination printed in a color which remained consistent throughout the training procedure. In addition, in the focus groups, the experimental teacher pointed to and pronounced the medial vowel combinations. Subsequent to transfer training, the experimental conditions represented an eight cell design in which each of the original four groups were divided into transfer and no transfer training sub-groups.

The results indicated that after three days of instruction (i.e., initial learning), the children in the non-pattern groups spelled significantly more training words while the children in the focus groups transferred to significantly more words. Analysis of the retention and post-transfer training measures indicated that children in the non-pattern/focus group performed significantly better than children in all other groups on both training words and transfer of medial vowel combinations. In addition, within each group, the children who were given transfer training performed significantly better than children who received no additional transfer training.

The results of the present investigation indicate that, for a learning disabled population, presenting constrasting spelling elements with practice distributed across several days of instruction, focusing on the target elements, and then training specifically for transfer leads to a relatively high level of retention and transfer. (Children given this procedure accurately retained 78% of the nine training words and transferred to 66% of the 18 transfer words.)

While the study consisted of only three days of instruction, with two additional days for transfer training and post-test measures, it is likely that the strategies utilized would result in the high performance observed in the non-pattern/focus group who received additional training. Further research is needed to find the specific variables, i.e., distributed practice, contrasting elements, or both, which led to the high performance of the non-pattern/focus group. In addition, further research is indicated on comparisons of learning disabled and non-handicapped populations with respect to the types of instructional procedures needed by these groups. It would also be beneficial to extend the length of time the study took to observe the levels of long-term retention.

THE DEVELOPMENT AND EVALUATION OF FIFTEEN VOCABULARY LESSONS FOR SEVENTH AND EIGHTH GRADE STUDENTS

Order No. 8024098

FILIPPI, ANN MARTIN, ED.D. *Boston University School of Education*, 1980. 255pp. Major Professor: Thomas E. Culliton, Jr.

Purpose. The purpose of this study was to develop and evaluate fifteen contextual vocabulary lessons designed to provide a structure for learning words through the use of short stories incorporating meaningful content for adolescents. A major objective was to assess the superiority of one contextual method over another in order to determine if vocabulary teaching procedures should vary for different grade levels.

Hypothesis. The principal research hypothesis was that seventh and eighth grade students utilizing an affective vocabulary method would have significantly higher scores on the vocabulary posttest than seventh and eighth grade students utilizing a traditional contextual method.

Materials. The fifteen short stories written for the study and used by the experimental group reflected the sex-social interests of adolescents. Their main function was to provide students with a common background for the words under discussion by focusing on problems prevalent in today's adolescent world.

Methodology. A two-group, pretest-posttest experimental design was employed. The independent variables were mode of treatment (affective vs. traditional). The dependent variable was the vocabulary posttest score. Three hundred and eighty-eight seventh and eighth grade pupils drawn from four schools in North Providence, Rhode Island participated in the study.

Findings. An analysis of covariance with the pre-test as the covariate was performed. The following outcomes concerning the adjusted posttest scores were evident: (1) At both the seventh and eighth grade levels, statistically significant differences between means favoring the experimental over the control group occurred ($p < .01$). (2) The interaction between method and grade level ($p < .01$) indicated that the experimental method when combined with the seventh grade produced higher test scores.

Conclusion. **The findings of this study suggest a need for providing interest-oriented vocabulary materials in order to motivate adolescents to respond positively to instruction.**

THE DEVELOPMENT AND FIELD TESTING OF A DAILY ORAL LANGUAGE PROGRAM FOR FIFTH GRADERS AND ITS EFFECT ON VARIED ASPECTS OF READING ACHIEVEMENT

Order No. 8014534

FRANKEL, BENJAMIN JAY, ED.D. *Temple University*, 1979. 127pp.

Background. Researchers in the field of reading suggest positive correlations among the four main areas of language arts - listening, speaking, reading, and writing. Studies have shown a strong relationship between oral language proficiency and reading, making it necessary to incorporate these findings into the language arts curriculum. The practicality of educational research will then become evident in classrooms throughout the country.

Statement of the Problem. The purpose of this study was the development and field testing of a daily oral language program for fifth graders and its effect on varied aspects of reading achievement.

Methodology

Experimental Treatment. A short pilot study using oral language activities showed positive results, therefore, a major study was undertaken. Most activities were gathered and developed during the pilot study. Teachers were consulted and related literature was reviewed. Those activities related to the use of oral language were chosen. These activities were compiled and divided into seven logical categories: phonics, structural analysis, linguistic pattern practice, comprehension, oral language fluency, vocabulary development and concept development.

Sample. The sample population came from a North Philadelphia school. The school was designated a Title I school because it serves a predominantly lower SES community meeting Title I criteria. The school population is 99% black. Ninety children were used from three pre-existing homogeneously grouped fifth grade classrooms. One class served as the experimental group while the other two served as the comparison group(s). This investigator served as the proctor for all tests and the teachers of the experimental group. The students had no knowledge of the study.

Instrumentation. Before and after the intervention of the oral activities, three distinct tests were administered: (1) *California Achievement Test*, vocabulary section only; (2) *Sight and Sound Inventory*, School District of Philadelphia; (3) *Criterion-Referenced Reading Test*, School District of Philadelphia.

Statistical Design and Procedure. Since the three groups studies were not randomly assigned, a true experimental design was not possible. A quasi-experimental design, the *Nonequivalent Control Group Design*, was used.

Because this study measured the effects of a teaching strategy over time on three different instruments using two control groups and one experimental group, the two-factor ANOVA with repeated measures was the most efficient procedure to use.

Results, Conclusions, Recommendations. The *Vocabulary Test* showed significance ($p < .10$) for Groups and for the interaction of Groups X Time. The *Criterion-Referenced Reading Test* showed significance for the main effects of Time only. The *Sight and Sound Inventory* showed significance for the interaction of Groups X Time. No other significant results were evident.

The students in this study did better their vocabulary tests and phonics inventories after the intervention. Perhaps the oral activities were helpful in the children's growth in these areas of language arts development. Significant growth was not evident in reading comprehension, perhaps needing other types of intervention or more time for significant growth.

It seems naive to suggest that this research provides final answers to the questions raised about oral language and its effects on various aspects of reading achievement. As a minimum, the findings do suggest the need for an informed and systematic reevaluation of oral language in the classroom.

It is recommended, therefore, that the effects of the use of oral language activities be explored in subsequent studies. If the above implications are supported by future studies, the use of oral language activities for instructional purposes in the area of language arts must be taken more seriously. Broader implementation must take place.

AN ANALYSIS OF NONCONSERVING AND CONSERVING FIRST GRADE CHILDREN'S DICTATED LANGUAGE EXPERIENCE STORIES ACCORDING TO FIVE CHARACTERISTICS OF PLOT STUCTURES AND PIAGET'S DECREASINGLY EGOCENTRIC SPEECH FEATURES

Order No. 8015046

JACKSON, CAROLYN JEAN, PH.D. *Georgia State University - College of Education*, 1980. 224pp.

Purpose. The content and language structure of stories created by young children have been for many years of interest to researchers who have attempted to investigate children's thinking as reflected in their stories. These stories, believed to consist of children's actual thoughts during the story creation process, may reflect thinking and can be examined and analyzed according to identified criteria. The five characteristics of plot structures were story length, T-units, words per T-unit, characters, and incidents. Piaget's decreasingly egocentric speech features were causality, logical justification, and sequence.

The purposes of this study were first, to examine non-conserving and conserving first grade children's oral expression as reflected in their stories, and second, to determine if a relationship existed between characteristics of plot structures and egocentric speech features.

Procedures. The subjects were 181 first grade children enrolled in four elementary schools located in largely suburban residential areas of DeKalb County of metropolitan Atlanta, Georgia.

The study consisted of two phases. Phase one involved a study of conservation tasks to identify the children as nonconservers or conservers. A standardized test of conservation was administered individually. There were 134 non-conservers and 47 conservers.

Phase two consisted of the collection and analysis of 362 language experience stories and of establishing the reliability of the judges' ratings. The language samples were studied to determine if any significant differences existed in the frequency of the plot structures and the presence or absence of the decreasingly egocentric speech features. To establish interrater reliability four judges rated a random sampling of ten subject's stories and a two-way analysis of variance was employed.

Results. The results of the interrater reliability revealed that the judges were highly consistent in their ratings with the exception of the variable incidents. The median reliabilities for story one and story two were each .99, respectively ($p < .05$).

The analysis of children's stories according to the five plot structures did not provide substantiating evidence that nonconserving children had a more mature sense of story than conserving children. It was found that nonconserving children's stories contained significantly fewer words and T-units than conserving children's stories. There were however, no significant differences in the average number of words per T-unit, number of characters, and number of incidents in nonconserving and conserving children's stories.

The analysis of children's stories according to Piaget's decreasingly egocentric speech features revealed no statistically significant differences in the amount of causality, logical justification, and sequence in nonconserving and conserving children's stories.

It was found that logical justification and sequence were positively and significantly related to story length, T-units, characters, and incidents. The variable causality was not related to any of the plot structures. However, causality was related positively and significantly to logical justification and sequence.

Conclusions and Implications. Nonconserving and conserving children can retell a story previously heard much better than they can create their personal stories.

Conserving children's language is more linguistically complex than nonconserving children's language.

Nonconserving and conserving children's cognitive functioning and understanding of story structure can be inferred to some degree from their stories.

Examining children's oral language production merits further research to investigate additional features of story structure and cognitive development.

Story retelling is a better measure of children's linguistic complexity than creation of stories.

Classroom teachers and reading specialists can use children's stories as sources of diagnostic information to study children's levels of cognitive functioning and understanding of story structure.

THE SECONDARY MAGNET SCHOOL IN KANSAS CITY, KANSAS: SOME SUGGESTIONS FOR THE FUTURE WITH PARTICULAR EMPHASIS ON THE ENGLISH PROGRAM

Order No. 8014420

JASINSKAS, STANLEY EUGENE, ED.D. *University of Kansas*, 1979. 153pp. Chairman: Professor Oscar M. Haugh

The goal of this study was to offer a plan for expanding the magnet school concept in secondary schools of Kansas City, Kansas (USD # 500). Efforts were concentrated on suggesting first-year courses in English for each school involved in the proposal.

In 1978-79, the district put Sumner Academy of Arts and Science into operation. Previously, the school had served as Sumner High School. Transformation from an all-black school to a magnet school for academically talented students in grades eight through twelve was part of a district desegregation plan. The plan was implemented under a court order prompted by Justice Department charges that the district was operating a segregated system.

Success of Sumner as a magnet school and community receptivity to the idea prompted the proposal for expanding the concept to include other district high schools. Another motivator was discontent with the practice of being forced to innovate by outside forces. An underlying theme of the proposed plan is that the district should take the lead in developing improved educational opportunities within the community.

Support for the plan was found in successful magnet school implementation elsewhere in the United States and in the arguments of contemporary spokesmen for magnet schools. A desire to both increase democratic choice in the educational process and to expand opportunities for individual development were at the heart of these arguments.

F. L. Schlagle High School, which is near the Area Vocational-Technical School (AVTS), would be transformed into a magnet school for business and industrial preparation. The school would serve students: who have already chosen specific careers in business or industry; who wish to take AVTS courses; who have decided against college, and wish to receive intensive career counseling; who are involved in Distributive Education and Cooperative Industrial Training; and who have returned for post high school retraining because of technical changes in their fields. Proposed English courses emphasize technical writing skills and recreational reading.

J. C. Harmon High School would become the site for several magnet programs. The school would offer: a bilingual, bi-cultural program, a pilot program for handicapped students, a performing arts program, and a commercial art program. English courses would include: those tailored to the needs of non-native speakers of English, those emphasizing minority literature, those designed to develop performing arts skills, and those resembling traditional English programs.

Functioning as an open school, Washington High School would feature a wide choice of electives, independent study, short courses, and participatory decision making. English courses would include a wide range of literature and composition.

Wyandotte High School, serving as the traditional option, would feature year-long and semester courses. Acquisition of basic skills would be stressed over exploration of individual interests. In addition to the traditional English II, III, IV sequence, a limited number of skills-oriented electives would be offered.

The plan includes proposals for possible implementation of an alternative school for potential dropouts. This portion of the plan is based on "A Proposed Specialized Education Center for Boys Who Have Not Been Able to Adjust to the Regular School Program," a 1970 doctoral dissertation by David J. Kendall at the University of Kansas. Deviations from Kendall's plan reflect changes in expulsion and dropout patterns since 1970. This portion of the plan is less firmly drawn because of possible effects of other aspects of the proposal.

The study calls for broad community involvement in magnet school expansion, and suggests an implementation sequence. The study concludes by calling for extending the magnet concept to all levels of education in the district.

A VALIDITY STUDY OF THE SPELLING SUBTEST OF THE PEABODY INDIVIDUAL ACHIEVEMENT TEST WITH THIRD AND FOURTH GRADE PUPILS

Order No. 8026003

KOCH, WILLIAM LAMBERT, ED.D. *University of Arkansas*, 1980. 115pp. Major Professor: Dr. Bill Van Zandt

This study was designed to investigate the validity of the spelling subtest of the Peabody Individual Achievement Test (PIAT).

During the school year of 1978-1979, this investigator observed that three third-grade children who had characteristics usually associated with the Learning Disabled (LD) had performed on the spelling subtest of the PIAT at a level beyond grade-level 12.

The question to be investigated was: Why were these three children able to obtain a score which was above the 12th-grade level? Three hypotheses were constructed: (I) The spelling subtest of the PIAT does not have convergent validity. (II) The difficulty of the items of the spelling subtest of the PIAT is not correlated with the ascending order of these items. (III) The spelling subtest of the PIAT does not, in fact, present a good fit for measuring the spelling ability of third and fourth grade pupils.

Procedure. Two methods were used in the investigation: (1) An item analysis of the spelling subtest of the PIAT was performed using the Rasch Model as the instrument of analysis. (2) Pearson's Product-Moment Correlation Coefficient was obtained by correlating scores on the spelling subtest of the PIAT with scores obtained from the Durrell Analysis of Reading Difficulty.

The sample for the item analysis consisted of 159 children, viz., 55 third-grade children; 74 fourth-grade children; and 30 LD children. The sample for the Pearson's Product-Moment Correlation Coefficient consisted of 42 third-grade and 53 fourth-grade children. All testing was done during the month of May 1979, except for the 18 LD children of the Prairie Grove Elementary School. These children were tested during the regular school year of 1978-1979.

Results, Conclusions, and Implications. Hypothesis I was not confirmed. The correlation coefficient for third graders was moderately high and was moderate for fourth graders. Hypothesis II was confirmed. The difficulty of the items did not appear to be correlated with the ascending order of these items. Hypothesis III was not confirmed. All items, except Item 20, fell within the accepted range for "good fit."

Serious implications were inferred from this study: (1) The fact that four third-grade children who were considered to be possible learning disabled (LD) could score beyond the 12-grade level calls for a re-examining of the definition of learning disability presently accepted by the Federal Department of Health, Education, and Welfare and by the Arkansas State Department of Education. (2) The finding of the item analysis showed that the spelling subtest of the PIAT did not present items in an ascending order of difficulty. The Rasch Model is available for easy and quick objective analysis. Since the PIAT is used extensively for screening purposes and as part of a battery for psychological examining of school children, the authors of the PIAT are advised to avail themselves of such an item analysis to strengthen their instrument. (3) Users of the spelling subtest of the PIAT must realize that spelling as conceptualized in recognition spelling is different from spelling as understood in conventional parlance. Results of this study appear to indicate that conventional spelling becomes increasingly more difficult as compared to recognition spelling.

A STUDY OF THE INTERRELATIONSHIPS OF WRITING ABILITY, WRITING INTEREST, READING READINESS AND READING PERFORMANCE OF A GIVEN KINDERGARTEN POPULATION

Order No. 8017027

LEONE, ANNE HOLLINGSWORTH, PH.D. *The University of Connecticut*, 1979. 113pp.

This study was conducted to investigate the interrelationships between writing and reading in their beginning stages of development and to ascertain whether writing ability was a significant factor in assessing readiness for reading. Specifically, it sought to determine whether any significant difference existed between test score means for writers and nonwriters on measures of reading readiness, reading achievement and reading performance. Additionally, it sought to ascertain the correlation between reading readiness test scores and writing sample scores.

Pupils from nine kindergarten classes from five elementary schools in a southern New England town comprised the research sample for this study. All subjects were classified as writers and nonwriters in the spring semester of 1975 by using the results of a checklist of writing behaviors and scores from the Lippincott writing sample. At the end of the kindergarten year all subjects were administered the PMA Readiness Level; at the beginning of the first year the subjects were administered the Metropolitan Reading Readiness Test, Level II; in February of the first grade year classroom teachers completed checklists of levels of reading performance for each subject; in May of the first grade year subjects were administered the Metropolitan Achievement Test, Primary I.

Test scores were submitted to analysis of variance procedures to assess differences between means for the study groups. Additionally, a Pearson's r was computed between PMA Readiness Level scores, Metropolitan Readiness Test scores, and Lippincott Reading Readiness Test writing sample scores.

Analysis of the data resulted in the following conclusions: (1) Those subjects classified as writers in kindergarten achieved significantly higher rating scores from teachers in grade one on checklists of actual reading performance than did those subjects classified as nonwriters. (2) Those kindergarten subjects judged to be writers achieved consistently higher scores on reading achievement tests in grade one than did those subjects designated as nonwriters. (3) Those subjects designated as writers significantly outperformed nonwriters on both of the reading readiness measures employed; namely the PMA Readiness Level and the Metropolitan Readiness Level II. (4) The variables of sex and age did not appear to affect the study groups performance on the PMA Readiness Level. Age appeared as a significant factor in 5 out of 9 Metropolitan Readiness Test subtests and sex appeared as a significant factor on two of the same subtests. However, no clear cut pattern of superiority of any one age or sex group was evident. (5) A significant correlation was noted between the majority of readiness subtests when compared with the Lippincott writing sample scores; with the notable exception of the language scores from two of the Metropolitan Readiness subtests. Overall, a stronger relationship existed between PMA Readiness Level scores and writing sample scores than existed between Metropolitan Test scores and writing sample scores.

A COMPARISON OF STRUCTURED AND INQUIRY INSTRUCTIONAL APPROACHES IN AFFECTING EIGHTH GRADE STUDENTS' UNDERSTANDING OF AND RESPONSE TO THE PERSUASIVE LANGUAGE USAGE IN THE MEDIA

Order No. 8015051

MCADAMS, WILLIAM DOSSETT, PH.D. *Georgia State University - College of Education*, 1980. 412pp.

Purpose. The purpose of this study was to determine whether or not eighth-graders could be taught to protect themselves from the abuses of language by those who use the mass media. The National Council of Teachers of English established a Doublespeak Committee to fulfill resolutions made in 1971 to find ways to instruct students in protecting themselves from language abuses in the mass media. This study compares a structured instructional approach with an inquiry instructional approach. The structured approach was conducted by having students role-play mass communicators after being instructed with mini-lectures based on concepts from sociology and social psychology that dealt with the Doublespeak Committee concerns. The inquiry approach was based on Neil Postman's *Teaching As A Subversive Activity*. Responses were sought from the students in both the cognitive and affective domains.

Methods and Procedures. Two hundred twenty randomly assigned eighth-graders from Rockmart Junior High in Polk County, Georgia, and Glenwood Elementary School in Floyd County, Georgia, were given a pretest and posttest on a cognitive testing instrument and a behavioral testing instrument. The two testing instruments were validated for content by five experts in the field of mass media. A split-half reliability test was run on the posttest scores of the cognitive testing instrument. The behavioral testing instrument was constructed as an advertisement to which students responded by writing compositions that were evaluated by three judges using a Likert scale of 1 to 5. Structured instructional approach classes were taught using eleven mini-lectures constructed by the investigator. Inquiry instructional approach classes were taught using advertisements and editorials chosen by the investigator. Parametric statistical hypotheses were established and tested at the .05 level of significance on the class mean scores of students on the cognitive testing instrument. Non-parametric hypotheses concerning judges' evaluations of student compositions about the behavioral testing instrument were established and tested against a pre-determined gain class mean score that would indicate substantial success on the part of students to internalize behavioral patterns to protect themselves from the abuses of language by those who use the mass media.

Results. The null hypotheses concerning the scores of students on the cognitive testing instrument were not rejected. The students did not significantly increase their cognitive awareness of the abuses of language by those who use the mass media. The null hypotheses concerning the ratings of student compositions on the behavioral testing instrument were not rejected. Ratings of student compositions by judges indicated that the

THE STUDY AND ASSESSMENT OF PERCEPTIONS OF LAY CITIZENS, STUDENTS, AND EDUCATORS IN RESPECT TO THE IMPORTANCE OF ELEMENTARY SCHOOL LANGUAGE ARTS CURRICULUM IN THE STATE OF MICHIGAN

Order No. 8017321

MEREDITH, JOHN GEORGE, PH.D. *The University of Michigan*, 1980. 199pp. Chairman: Curtis Van Voorhees

Purpose. The objective of this study was to discover and assess the significance of how the elementary school language arts curriculum was perceived by the people of Michigan. The meaning of these perceptions was investigated and discussed in terms of philosophy, planning, and implementation of an elementary school language arts curriculum.

Methodology. The data utilized in this study were collected from responses to a questionnaire distributed to a random sample of Michigan residents: lay citizens, educators and students (approximately 500 references per group). The State was also divided into ten geographic regions with North-South and East-West divisions with corresponding school districts categorized in these geographic regions by size, as determined by student count. The results of each of the nine null hypotheses tested were analyzed through appropriate statistics, utilizing the Michigan Terminal System and MIDAS Program where applicable. Means were reported where appropriate.

Findings, Implications and Recommendations. The citizens of Michigan have a very high regard for the elementary language arts curriculum. They rank reading, spelling and writing (English and grammar) be it regular, remedial or enriched, most highly. Such general cornerstones of quote, "Basic Education" speaking (speech) and penmanship were somewhat out of the mainstream for those groups of individuals advocating an emphasis to return only to the "Basics."

The most apparent differences of opinion existed between young people and their elders, between students, educators and lay citizens, between parents and non-parents, between some school district size groups and regions. In general terms, the support of the respondents to regular and remedial curricula at the elementary level would not be inconsistent with a program of minimum competency testing, while, at the same time, strong support for enriched reading and creative writing suggest the respondents value more than just minimum competency. In terms of the back to basics criticisms, the respondents' high ratings to all subject areas suggests that some new definitions of what is and is not basic, might be in order at least at the elementary level.

The high ratings of Parents throughout the study indicates strong support for education at the elementary level. To fully understand the significance and importance of the ratings, one must analyze the data in relation to the other factors and categories presented in the study.

The most obvious, and probably most important recommendation that can be made from an attitudinal study such as this is simply to disseminate the findings. In this case, this means letting the public (parents and non-parents, politicians, educators educational administrators), and perhaps most importantly, the news media, know the citizens of Michigan do not hold the language arts curriculum in the public school in low esteem, as some critics would have them believe.

More specifically, it is recommended that the critics who espouse the current back to basics doctrine, be confronted with the findings of this study with the intention of clarifying or redirecting their arguments as applied to the elementary language arts curriculum.

Conclusion. It should be noted that, given the overall high rankings of all the elementary language arts subject areas, it would hardly be warranted to recommend any major changes in the present philosophy or implementation of the nine courses within the elementary language arts curriculum.

EFFECTS OF DICTIONARY SKILL LESSONS AND WRITTEN COMPOSITION ON SPELLING ACHIEVEMENT IN GRADES 4, 5 AND 6

Order No. 8023616

MITCHELL, JOHN CHARLES, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1980. 92pp. Chairperson: Maurie Hillson

The purpose of this study was to examine the effect of increased writing activities, instruction in dictionary skills, and a combination of these activities upon spelling improvement. Further, the effect of grade level, school, portion of range, or any combination of these factors was investigated.

The subjects, 540 fourth, fifth, and sixth grade students from three Toms River, New Jersey, elementary schools and with I.Q. ranges of top, middle, and bottom, were pretested and posttested utilizing a creative writing test and a standardized spelling word list test to measure improvement in spelling in three experimental groups and a control group.

During a 12 week period the treatment groups were exposed to a program of writing and/or dictionary skill lessons compiled by this writer.

At the conclusion of the experiment, a five way analysis of variance was used to analyze the collected data. Statistical significance was found on tests of grade level and I.Q. on both measures, and of school and experimental group on the Creative Writing measure but not the Kansas Intermediate Spelling Test measure. Further, interactions were noted in grade and school, grade and I.Q., grade and experimental group, grade and treatment, I.Q. and treatment, school and treatment, and experimental group and treatment.

The results of this study confirmed all three hypotheses.

The F statistic for the experimental groups X treatment interaction was highly significant for the Creative Writing measure and significant for the Kansas Intermediate Spelling Test measure.

The essence of what the data revealed is: (1) All three experimental groups performed far superiorly to the control. (2) The three experimental groups were indistinguishable one from another.

Recommendations for further research are that all tests be administered by the experimentor to control for teacher bias, an investigation into teacher attitudes during the progress of the experiment be undertaken, and replication of this experiment in a K-8 school be made to determine the effect of social pressures, especially with the sixth graders, on learning.

DIFFERENTIAL EFFECTS OF PEER TEACHING AND INDEPENDENT STUDY ON VOCABULARY LEARNING OF SIXTH-GRADE STUDENTS

Order No. 8015915

NOVAK, CHARLES GEORGE, PH.D. *The Ohio State University*, 1980. 145pp. Adviser: Thomas M. Stephens

This study examined effects of structured oral interaction and group-reinforcement on peer teaching effectiveness. Twenty-eight students in a sixth-grade class were subjects in the study. Students served as their own experimental controls by participating in counterbalanced sessions of peer teaching and independent study. Three separate experiments were conducted in which components of peer teaching were varied while independent study remained constant. During independent study students studied vocabulary words without help from other students and earned reinforcement based on their own performance. Peer teaching conditions varied in terms of structure of oral interaction and basis for earning reinforcement. Specifically, the three peer teaching conditions consisted of (1) unstructured oral interaction and individual-oriented reinforcement, (2) structured oral interaction and individual-oriented reinforcement, and (3) structured oral interaction and group-oriented reinforcement. Dependent variables were vocabulary words learned, accuracy on word usage tests, and student opinion ratings. No statistically significant differences in student learning were found between conditions of independent study and peer teaching though students favored peer teaching slightly more than independent study. In addition, structure of oral interaction and nature of reinforcement contingency appeared to have no statistically significant differential effect on peer teaching effectiveness. Four factors that may have accounted for minimal treatment differences were discussed. These factors included ceiling effects on student performance due to the nature of the test materials, above-average student intelligence, overall high motivation, and uniformly high opportunities for students to practice and apply vocabulary words studied in each of the treatment conditions. Since peer teaching resulted in comparable student learning as independent study and was rated as slightly more enjoyable, it was concluded that peer teaching should be considered an effective and viable instructional alternative. It was recommended that student performance during peer teaching and individual preference be seriously considered in selecting peer teaching as an alternative form of instruction.

A COMPARISON OF A WORD-UTILITY SPELLING PROGRAM WITH A SOUND-STRUCTURED SPELLING PROGRAM AT GRADES FOUR AND SIX

Order No. 8025949

PANKAU, THOMAS AQUINAS, PH.D. *Washington State University*, 1980. 104pp. Chairman: Jerry Milligan

The purpose of this study was to compare a word-utility spelling program, *Continuous Progress in Spelling*, with a sound-structured spelling program, *Basic Spelling*. Participants included 1,137 fourth and sixth grade pupils from the Bellevue Public Schools, Bellevue, Washington. Of this number 563 were sixth graders and 574 were fourth graders. All participants had learned spelling from one of the two programs exclusively, since beginning formalized spelling instruction.

The spelling subtest of the Comprehensive Tests of Basic Skills was administered in October 1977 and May 1978 to all pupils in the study. Scores from the October 1977 testing were used as post-course data since the programs had been in use for more than 1 year prior to beginning the study.

Random selection of subjects was not possible since it was important to select only pupils who had been using exclusively one of the two programs under study. A large number of subjects was used to offset part of the sampling error. Sample equity was established on the basis of scholastic aptitude and achievement in reading and math.

Two hypotheses were tested and the .05 level of confidence was selected as the criteria for testing the null hypothesis: (1) There was no significant difference between the means of spelling scores of fourth grade pupils learning from a word-utility spelling program and fourth grade pupils learning from a sound-structured spelling program as measured by the Comprehensive Tests of Basic Skills Spelling subtest. (2) There was no significant difference between the means of spelling scores of sixth grade pupils learning from a word-utility spelling program and sixth grade pupils learning from a sound-structured spelling program as measured by the Comprehensive Tests of Basic Skills Spelling subtest. A *t* test was used to compare the difference between two means for independent samples. Means from the scores derived from the May 1978 testing were also compared using a *t* test for independent samples. Finally, gain scores based on growth during the academic year were analyzed.

An analysis of the data from the post-course testing (October 1977) revealed that pupils learning from the word-utility program scored significantly higher means than did the pupils in the sound-structured spelling program. Since the difference between the means was significant at the .01 level of confidence, both Hypothesis 1 and Hypothesis 2 were rejected.

However, no significant differences between the means of the fourth-grade group or the sixth-grade group were found when they were retested for spelling proficiency at the conclusion of the academic year.

Significant gains in mean scores were achieved by the participants in both groups during the academic year. Cross-group comparison of these gain scores was not possible because the two groups were not equal at the beginning of the study.

ORAL-AURAL COMMUNICATION SKILLS IN ENGLISH AMONG ADULT IMMIGRANTS AND EXILES

Order No. 8017358

SANTIAGO, BESSIE NORMA, PH.D. *The University of Michigan*, 1980. 306pp.
Co-chairmen: Charles F. Lehmann, David L. Wolfe

This study investigated the variables that differentiate the language learning process of those adults who have varying levels of expectancy of eventually returning to their native land. Their reasons for leaving their native land (political, economic, or both) affected these levels of expectancy. The subjects used were required to have been permanent residents for at least five years in the new linguistic territory.

The hypotheses were: Hypotheses 1 and 2: an inverse and direct relationship exists between *desire to return to the native land* and *acceptance of the new linguistic territory* with *oral-aural communication skills in English* independently of the effects of *age at entry* and *length of time in the country*. Hypothesis 3: an inverse relationship exists between *desire to return to the native land* and *acceptance of the new linguistic territory*. Hypotheses 4, 5, and 6: a relationship exists between predicted rankings for *combinations of types of motivation for leaving the native land* and *expectancy of eventually returning* with levels of *oral-aural communication skills in English*, *desire to return to the native land*, and *acceptance of the new linguistic territory*. Hypothesis 7: the groups of Cuban exiles, Cuban immigrants, Puerto Ricans, Hungarian immigrants, and Hungarian exiles rank in levels of oral-aural communication skills in *English*, *desire to return to the native land*, and *acceptance of the new linguistic territory* according to the rankings predicted for the motivation-expectancy groups.

The 125 adults selected were 42 Cuban exiles, 35 Cuban immigrants, 14 Puerto Ricans, 30 Hungarian exiles, and 4 Hungarian immigrants. Ninety-two resided in Miami and 27 in Hialeah and other cities in Florida. They were found with the help of four Catholic priests and a nun. The instrumentation was written in Spanish, Hungarian, and English. The subjects were interviewed first by phone to screen them according to selective variables. During a second interview in person, the subject completed a self-administered questionnaire written in his native language. Then a recorded speech sample of the subject's oral-aural communication skills in English was obtained by responding to taped questions asked by an American, native speaker of English. These recorded speech samples were evaluated by two monolingual American native speakers of English.

Analysis of variance techniques were used to test hypotheses 1, 2, 4, 5, 6, and 7. To test hypothesis 3 a Pearson product-moment correlation technique was used.

The findings show: Hypotheses 1, 2, and 3 were supported. Hypotheses 4, 5, and 6 were not supported. However, the groups: political and no expectancy and political and high expectancy consistently obtained supportive findings when viewed independently of the other categories in the design. Since only seven of the nine combinations of the motivation-expectancy groups appeared in the sample, precise comparisons were impossible. Also the distribution of the subjects in the groups was disproportionate. In the testing of hypotheses 1, 2, and 3 the entire data was used in two groups. In a later question, it became clear that the nine subjects who chose a type of motivation caused by political and economic reasons actually have a type of motivation caused by economic reasons only. The motivational scale should be refined to insure proper classification. Hypothesis 7 obtained supportive findings for the only groups that could be tested: Cuban exiles and Hungarian exiles. Comparisons were not possible with Cuban immigrants, Puerto Ricans, and Hungarian immigrants, since these groups appeared with insufficient representation or no representation at all among the motivation-expectancy groups.

The entire design of hypotheses 4, 5, 6, and 7 may show supportive findings when new data are collected for retesting.

THE EFFECTS OF TWO SPELLING APPROACHES AMONG SIXTH GRADE STUDENTS AND THEIR PARTICIPATING TEACHERS: A STUDY OF SPELLING ACHIEVEMENT AND TEACHERS' ATTITUDES TOWARD STAFF DEVELOPMENT

Order No. 8012730

WILLIAMS, HERSCHEL L., ED.D. *University of Houston*, 1979. 143pp.

The inability of American school children to spell has become a problem of concern. The need for staff awareness of and curricular improvements in this area has been viewed as urgent.

The purpose of the study was to determine how an administrator can influence teacher behavior, thereby affecting student performance. The specific concern of the study was student spelling performance. The study posed the following question: can a staff development program focused on two comparable methods of teaching sixth-grade spelling elicit instructional participation to the extent that desired goals of improved student performance are achieved?

The study was designed to test four hypotheses: (1) there will be significant differences between attitudes of teachers using the Silver Burdett *Spell Correctly* program and the *Stetson Reading-Spelling Approach* (SRSA) and teachers using only the traditional Silver Burdett *Spell Correctly* (SBSC) program with respect to staff development designed to improve student spelling performance; (2) there will be a significant difference in short-range spelling achievement favoring the experimental group, as measured at the end of each week of study; (3) there will be a significant difference in long-range spelling achievement favoring the experimental group, as measured at the conclusion of the nine-week study; (4) there will be significant differences in spelling ability favoring the experimental group as measured by the spelling portion of the *Metropolitan Achievement Tests* at the conclusion of the nine-week study.

The sample population consisted of 1,114 sixth-grade students attending three Sixth-Grade Centers in Las Vegas, Nevada. Students enrolled in the Mackey Center became the experimental group. The remainder of the students comprised the control group and were enrolled in the Madison and Carson Centers.

The study took place in five phases: Solicitation for the experiment and in-service training, pretesting, treatment period, posttesting, and follow-up interviews with teachers. Three test instruments were used to collect the data: nine weekly tests, the Silver Burdett *Long-Range Test*, and the *Metropolitan Achievement Tests*, Forms F and G.

Analysis of the data resulted in rejection of Hypothesis (1) The differences in teachers' attitudes were neither statistically significant nor strongly correlated with group affiliation. The SRSA used in conjunction with the *Spell Correctly* approach was found to improve significantly the mean performance gains of students for all nine weekly spelling units. Thus, Hypothesis 2 was accepted. Results of data analysis also indicated significant improvement in long-range spelling achievement at the conclusion of the treatment. Therefore, Hypothesis 3 was supported. No statistically significant differences were found as measured by the spelling portion of the MAT. Thus, the last Hypothesis was rejected.

Based on the findings and conclusions, the following recommendations were made. (1) It was recommended that an experiment be conducted using the Stetson *Reading-Spelling Approach* only. It is necessary to assess the effects of this method without intermingling it with an alternative method. (2) It was recommended that an experiment be conducted, treating IQ and/or spelling ability as independent variables. It is probable that the Stetson approach is most effective for students exhibiting minimal language arts facility and spelling ability. (3) It was recommended that a method be developed based essentially on the principles fundamental to the Stetson approach not using the audiovisual hardware required by its present format. (4) It was recommended that an experiment be conducted using an experimental design that accounts for teacher characteristics as independent variables. (5) It was recommended that spelling learning efficiency be tested in a variety of classroom organizations: the open classroom, team teaching, and other contexts. (6) It is recommended that spelling instruction, regardless of the type or variety of classroom organization, be a teacher directed activity.

ELECTIVE AND TRADITIONAL ENGLISH PROGRAM STRUCTURES AND ENGLISH ACHIEVEMENT

Order No. 8016600

YOUNG, JOAN CAROL, PH.D. *The University of Florida*, 1979. 239pp.
Chairman: Theodore W. Hipple

The primary objective of this study was to examine the relationship between elective and traditional English program structures and English achievement.

Four hundred ninety-five senior students from four high schools in Florida constituted the sample population. Each student in the sample had attended his school for at least three years. Two of the high schools had been conducting elective English programs for at least three years and two, traditional programs for at least three years.

Three sets of variables, totaling fifteen were hypothesized to be associated with English achievement: a *student set* consisting of: (1) academic aptitude of student, (2) sex of student, (3) grade point average of student in all subjects, (4) grade point average of student in English courses, (5) student's attitude toward English as a subject; an *environmental set* consisting of (6) size of school (student population), (7) English faculty average certification, (8) English faculty average number of years teaching, (9) English faculty average number of years at the school, (10) English faculty average teaching load, (11) percentage of non-white population in the school district, (12) percentage of the population in the school district who had completed fewer than five years of schooling, (13) median number of years of schooling completed by the population in the school district, (14) median annual family income of the population in the school district; and a *program set* consisting of (15) program structure (elective or traditional).

Several instruments and sources were employed to quantify these variables. Variable 1 was measured by the Aptitude Test of the Florida Twelfth-Grade Testing Program. Variables 2, 3, and 4 were recorded or computed from school records. Variable 5 was measured by an original Student Questionnaire on Attitude Toward English as a Subject. Variables 7, 8, 9, and 10 were measured by an original English Teacher Questionnaire. Variables 11, 12, 13, and 14 were recorded or computed from the 1970 Census of the Population.

The dependent variable of English achievement was measured by the English Composition Test of the Florida Twelfth-Grade Testing Program.

Three series of step-wise multiple linear regression equations were computed, each forcing sets of independent variables into the equation in a different order of entry. Each of the sets was given initial priority in one of the series.

The resultant squared multiple correlation coefficients were interpreted as estimates of the proportion of dependent variable variance accounted for by the variable(s) in the equation and were evaluated for statistical significance by means of an F statistic.

Findings. (1) At least 73.32 percent of dependent variable variance was associated with the complete system of fifteen variables. (2) Student academic aptitude was the individual variable most substantially associated with English achievement, significant at the .001 level. (3) The student set accounted for a greater proportion of variance in English achievement than either of the other two sets or the other two sets combined. (4) The percentage of non-white persons in the school district accounted for a small, but significant (at the .001 level) proportion of variance in English achievement. (5) The program variable accounted for a very small, but significant (at the .001 level) proportion of variance in English achievement.

Conclusions. (1) A student's achievement in English does not appear to be predictable from his participation in an elective or a traditional program. (2) Students' individual characteristics and attributes have a predictive relationship with English achievement that is considerably stronger than that of participation in an elective or a traditional program. (3) Further research is needed to examine all assumed advantages of an elective English program.

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